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ABSTRACT

Developed by the Oregon Elementary English Project, this curriculum unit focuses on variations in language and consists of fourteen lessons. Subjects discussed include (1) natural differences in people, including speech; (2) environmental factors causing differences in life styles; (3) differences in the English spoken by people in Australia, England, and the United States; (4) vocabulary differences according to region, sex, and age; and (5) geographical, historical, and environmental reasons for the development of dialect regions. Each lesson is accompanied by a statement of its purpose, a content description, suggested procedures for teaching the lessons, and possible extensions to the lesson. Supplementary materials include three tapes illustrating dialect differences. (See CS 200 482-497 and CS 200 499 for related documents.) (HS)

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CAN YOU BE DESCRIBED?

PURPOSE: To recognize natural differences in people which will lead to recalling that speech is one natural difference in man.

In fulfilling this purpose the student will:

1. Describe a student's clothing
2. Describe a student's hairstyle
3. Identify the student by the descriptions read
4. Associate likes and dislikes with natural differences or preferences.

CONTENT: In this lesson the students will describe another student in the room in terms of clothing and hairstyle in order to demonstrate that each student has likes and dislikes which are natural. The students will then read their descriptions while the other students identify the person being described. Since the aim is to make students aware of the fact that differences are natural, the lesson concludes with their finding other ways in which they differ from each other in their preferences and why they differ.

SUGGESTED PROCEDURE:

1. Activity A should be an individual written activity. Be sure that each student keeps the identity of the student he is describing a secret. You may need to explain what is meant by texture, style and design by bringing in some materials.

2. After the students have completed their descriptions, call upon them one at a time to read their descriptions while the other students try to identify the person being described.

3. A further activity would be to have the students pair off and draw each other. Put the drawings around the room so the students can identify each other.

4. Either in a large group or small group complete Activity C.

5. Activity D should be an individual assignment with a short discussion to follow.

Oregon Elementary
English Project
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Eugene, Oregon
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CS 200498

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CAN YOU BE DESCRIBED?

A. How different are you from your classmates? Let's find out. Select one student in your room but don't let anyone know who it is. Write a story describing the student's manner of dress (that is, what he is wearing) and hairstyle. Try and use the following points as a guide:

Clothes	Hairstyle
Color(s)	Style of combing
Texture	Length of hair
Style	Color
Design	

B. Let's see how perceptive you are, that is, how accurately you have described what you actually see. Each of you will read your description to the class. As you listen to the descriptions being read, try to identify the person being described.

C. Most of the differences between students in your class that you discovered in Activities A and B were due to likes and dislikes which make us different. In a small group ask the following questions and then compare your answers.

What is your favorite food?
What is your favorite TV program?
What color do you like best?

Did you all have the same preferences?

D. List other ways that you are different from your classmates. What is it that makes you the individual that you are?

BUILDING CHILCOFRO

PURPOSE: To help students recognize that environment causes natural differences in how people live.

In fulfilling this purpose the student will:

1. Apply information about the environment to five basic needs of a settlement.

2. Recognize how environment (including weather and location) affect food, jobs, housing and transportation.

CONTENT: The lesson presents a problem to be solved. Students are giving some basic information about climate and location of a village in Alaska and asked to plan the kind of food, clothing, housing, jobs, and transportation which would be suitable.

BACKGROUND: The environment of the village of Chilcofro is in reality the village of Mountain Village in Alaska. Because of the weather, temperatures, etc., the people live differently from the people in a warmer climate. This is of course a very natural difference which is due to nature. The important fact is for the student to recognize these differences as natural so that differences in dialects will also be accepted as natural.

SUGGESTED PROCEDURE:

1. After the students have read the chart on temperature, weather, location, and vegetation have each student describe the environmental setting of the village. You may need to discuss with them the meaning of each of the items in the chart. That is, be sure they realize the difference between the temperature of Chilcofro and their own locality. Be sure they know that not everything will grow in places only twenty miles from timber line. In order to prepare them for the lesson you may need to send them to a geography book to find out exactly what kind of a place a village in western Alaska might be.

2. Activity A could be done individually or in small groups. But to develop the idea of cooperation which would be very necessary in fulfilling the task of developing a city, small groups seem the most appropriate. Students may want to do some research as to the kind of food, housing, clothing and jobs which are common to this area.

3. Activity B could be a written exercise or oral. The important point made is that environment does affect our lives. Thus, questions 9 and 10 would culminate the child's thinking on this subject.

EXTENSIONS:

1. The students could consider other topics such as entertainment or communications and develop these.

2. An interesting activity would be to consider several basic climates and list some possible ways in which the human body or the creativeness of man would compensate for the climate. (An example is that the Eskimo people have larger blood vessels in their hands and feet to avoid getting cold.)

BUILDING CHILCOFRO

In the last lesson you examined some of the very natural ways in which you are different from your classmates. Now pretend you are going to go to the far-off settlement of Chilcofro, where you will live for a while and work together to develop the village. Before starting out you will contact a good travel agent who gives you the following information:

Location	Western Alaska on the banks of the Yukon River
Temperatures	Winter -20° to 10° Summer 45° to 70°
Weather	Winter - snow and harsh winds Summer - similar to the Pacific Northwest
Vegetation	20 miles away from timber line* low bush berries short willows

*(Timber line is the point above which no timber will grow.)

A. Use the information above to make plans for developing the village. Since your entire class will be living in the village, all of you can help out with the task. Either individually or in groups pick out one of the following to be responsible for and on a separate piece of paper explain how you carry out your job. Then report to your whole class.

FOOD JOBS HOUSING (KINDS) CLOTHING TRANSPORTATION

B. In your groups discuss the following:

1. How is food related to weather? Why? How would the food in Chilcofro differ from that found in your hometown? Why?

2. How is food related to vegetation found in the region? Why?

3. How is weather related to housing?

4. How is weather related to clothing?

5. How is housing related to transportation?

6. How is transportation related to location?

7. How are jobs and transportation related? Explain.

8. How might the jobs in Chilcofro differ from those in a city in California?

9. What can you say about Chilcofro and the way the people live?

10. Which location would you prefer? Why do you think so?

FROM CHILCOFRO TO HOME

PURPOSE: To help students recognize that environment can cause natural differences in the lives of people.

In fulfilling this purpose the student will:

1. Compare data

2. Generalize about reasons for differences

3. Evaluate differences

4. Become familiar with the terms dialect and speech community.

CONTENT: The lesson describes actual conditions in Mountain Village, Alaska, which was the prototype of Chilcofro. Students are asked to compare their own community with Mountain Village in each of the areas they planned for in the previous lesson.

Then they are asked to think about and discuss reasons for the differences which result from different environments.

BACKGROUND: The village of Mountain Village was selected as the subject for this lesson and the best because it demonstrates rather vividly the effects of environment on people. By comparing their own community with that of Mountain Village, the students will recognize these natural differences. Because the environmental factors are the result of nature, students should accept them readily. Of course, this acceptance will hopefully be transferred to the difference in dialects since these are also a result of the speech community which is a part of one's environment.

SUGGESTED PROCEDURE:

1. As an introductory activity you might have the students select a locality where they think Chilcofro is. (Have them be very specific.) Also have the students break down the word Chilcofro to recognize that it was derived from the words chilly, cold, and frozen.

2. After the students have read the information about Mountain Village, have them complete Activity A as an individual assignment and then follow up this with a small group discussion to evaluate the information.

3. Activity B could be done in groups or as an individual assignment.

4. Activity C should be a written assignment for all.

5. In order to set the stage for the following lessons a discussion of the terms speech community and dialect would be helpful.

FROM CHILCOFRO TO HOME

Now that you have made plans for developing the village of Chilcofro, you have probably discovered that one's environment can affect the way he lives. Each of our lives has been affected by the location and environment in which we were born. This is very natural. You would see nothing wrong in dressing warmly if you went to a cold climate because that would be the natural thing to do. In your last lesson you listed some information about jobs, food, transportation, housing and clothing that you thought would be natural for the setting of an imaginary village. The imaginary village of Chilcofro is not an imaginary village at all. Really it is a village called Mountain Village in Alaska. The following is the actual information about it. See how well your plans fit the facts.

FOOD-	The people eat the local meat of moose and caribou plus the fish of salmon, white pike, grayling and shee. Their staples (that is, the basic foods) are bread but not much butter, tea, coffee, beans and potatoes when they are available. Their luxury items are canned fruit and fresh fruit which must be imported.
JOBS-	Fishing is the basic industry, but they also have trapping, canneries, carving, sewing, painting and construction work when available.
HOUSING-	There are small (one or two room) homes with no utilities such as lights, running water or phones. The homes are made out of the local materials: logs or lumber. Each house is generally heated by wood.
TRANSPORTATION-	Much travel is done on foot but there are also boats, dogsleds, snow travelers and some planes for long distances.

A. Compare your information on Chilcofro with the above information on Mountain Village. Use the following questions as a guide.

1. Did you include meat and fish from the environment?

2. How does the environment affect the jobs?

3. How were the houses you planned like those actually used? Were they larger or smaller? Why?

4. What materials did you plan to use to build your houses? Why?

5. How does the environment affect Mountain Village transportation?

6. How could transportation be improved?

B. Do you think that the people of Mountain Village are different from you? Examine your own community or city and list under the headings of food, jobs, housing, and transportation the information for each.

C. Compare the information about your community with that of Mountain Village.

1. Examine each heading by listing the similarities and differences.

2. What reasons are there for the similarities? Differences?

3. Would you say that one community is right and the other is wrong? Explain your answer.

4. Which of these two communities would you like to live in? Explain.

5. Pick any heading and draw a picture that shows the differences between your home and Mountain Village in a particular area. That is, if you select food, you would draw the food commonly found in Mountain Village and in your own community.

We haven't discussed how speech might be affected by different geographic regions. Do you think the speech of the people of Mountain Village would be different from yours? The people from Mountain Village have a speech community. That is, because they are isolated they live close together and communicate all the time with each other. Since they have the same kind of speech habits or patterns, we say they speak the same dialect. In the following lessons you will be learning about different speech communities and dialects. These dialects exist as a difference among people who live in different places just as there are other differences between people who live in different environments. Even you have a dialect and belong to a speech community.

Variation in Language: Lesson 4 Language VI
Teacher

TALLY HO OR AWAY WE GO

PURPOSE: To identify differences in the English spoken by people in Australia, England, and the United States.

To fulfill this purpose the student will:

1. Recall information about Australia, England, and the United States.
2. Locate these countries on a map.
3. Try to explain why the speakers all speak English or some variation of it.
4. Listen to a tape and try to find differences and similarities in pronunciation of the English speakers.
5. Identify reasons for the variety that exists between English speakers in different parts of the world, namely time and distance.

CONTENT: As the students consider the immenseness of the world, they will also consider how the English language is spoken all over the world. Before the students listen to tapes of English speakers from various parts of the world, some questions are raised which will motivate their listening.

The tapes for this lesson illustrate the language of speakers in Australia, England and Oregon. Although the samples heard are not characteristic of all the dialects in these countries, they are used to show the students some examples of variety within the English language. Be sure that the students don't identify the speaker with all the speakers of the country. If students do get this notion, it would be helpful to play the Language V tape on regional dialects in the United States.

The concluding discussion which points out that the language of all the speakers originated from a common source, should make the main point of the lesson. Because of migration to different areas of the world, the people established their own speech community, and developed different speech habits.

BACKGROUND: The difference in the dialects of English spoken by people living in various parts of the world illustrates very dramatically how a language changes and how varieties of the same language develop when speakers are separated by time and distance. Australia and North America were both settled by people from England and yet today American, Australian and British English have many differences, chiefly in pronunciation but also in vocabulary. Differences in grammar are relatively minor. Students will notice the differences in pronunciation first, but repeated hearings should enable them to recognize vocabulary differences also.

SUGGESTED PROCEDURE:

1. Spend 5 to 10 minutes on the opening paragraph discussing the relative size of the world. Relate this idea to the size of your own community or city. Be sure to emphasize the question of why so many people speak English in so many different parts of the world.

2. Play the tape through once without stopping. Discuss the speech community of the various speakers. If students recognize the locality of these speech communities from clues given in the tape, then have them recall what they know about the historical development of the three countries.

3. Have the students read Activity A to make sure they know what they should listen for.

4. Replay the tape, one speaker at a time, and give the students time to take notes. They might separate their paper into four major catagories to correspond to the four questions they are asked.

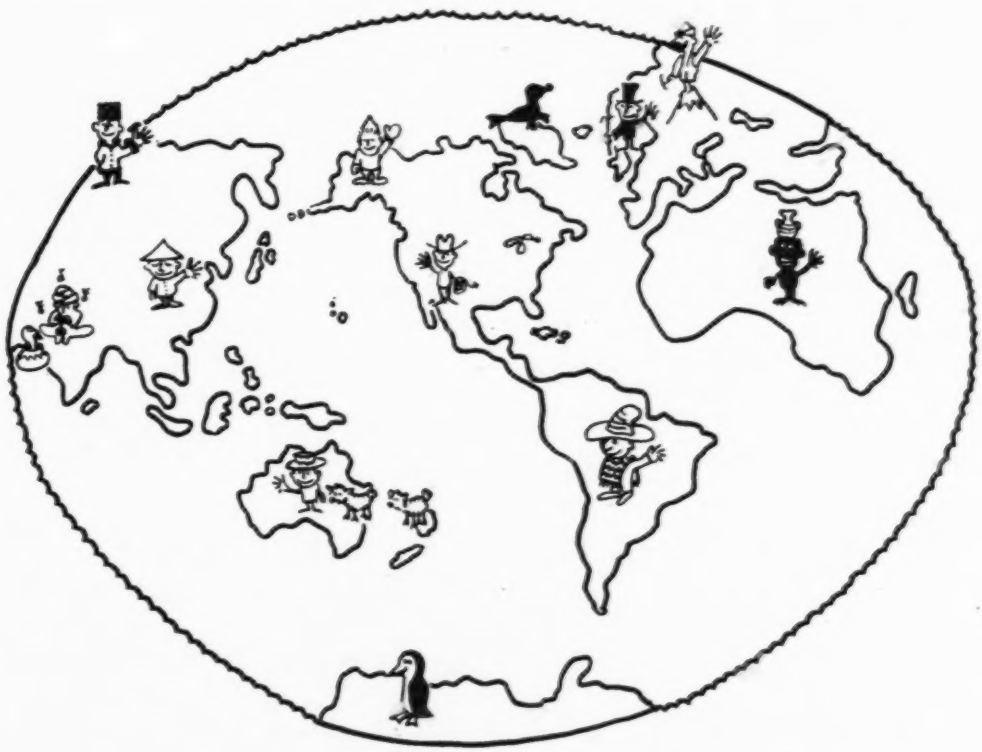
5. When all the speakers have been heard, form discussion groups for Activity B with a recorder to take down the responses.

6. Have students meet in a large group to reach some generalizations about differences they have discovered in the English language.

7. Activity C could be utilized as a test to see if the students understand the concepts presented in this lesson.

TALLY HO OR AWAY WE GO

Our world is very large. It has over three billion people on it who speak approximately 3,000 different languages. But strangely enough, many parts of the world have English speakers. Why is this so? You will be hearing three people from three different parts of the world speaking English. Do you think they will all sound alike? Listen carefully for clues to the countries where they live.



A. Could you decide where the speakers live? What do you know about these countries? Should these countries be different? Why or why not? Your teacher will replay the tape. This time listen for the following:

1. What words are pronounced differently?
2. Which speakers sound alike? How?
3. Which speakers sound different? How?
4. How would you explain the differences in speech of the three speakers?

B. In small groups discuss the four points which you have listened for. Also discuss whether or not there was any variety in the way the people spoke English.

C. In your same small groups write a short play that shows the class why, when people from the same speech community moved to form new speech communities, their original dialect changes. Also bring out the reasons that cause language change, such as time and distance.

OPTIONAL:

1. People in England as in America have different dialects. Even though they speak English, they have different speech habits depending on where they live. Draw a map of England and label the parts with the different dialects. Your library would be a good source. If you know of someone from England, you might interview him.

LIFT OR ELEVATOR?

PURPOSE: To identify some vocabulary differences that exist between speakers of English in England and the United States.

In fulfilling this purpose the students will:

1. Isolate clues that aid in identifying the location of the speaker's speech community.
2. Identify objects that have different names depending on the location of the speech community.

CONTENT: The recording in this lesson is about a situation in which an English speaker from the United States and one from England have car trouble. Each of the speakers describes the difficulty in his own dialect. Many vocabulary differences are evident on the tape such as petrol for gasoline, dynamo for battery, and bonnet for hood. The students should have fun listening to the tape, but it also gives you an opportunity to point out that these differences are quite natural.

SUGGESTED PROCEDURE:

1. As an introduction play the recording once through without stopping so the students can get the full impact of the dialects.

2. Either in small groups or individually have the students read the opening two paragraphs and discuss the questions.

3. Replay the tape with the students taking notes on the four points they are to listen for.

4. Either in small or large groups hold a discussion on each point.

LIFT OR ELEVATOR?

Perhaps you are aware of the fact that English speakers in other parts of the world have names for some objects that are different than those of English speakers in the United States. Did you hear any on the tape recording? Can you think of any reasons for such differences?

History tells us that our language began in England, but that some people from England migrated to different parts of the world and settled. What happened to the language in these areas? Did the language remain the same for all the speakers of English in the world? Your teacher will replay the recording of the situation two people had with their cars.

A. While you are listening try to:

1. Locate the speech community of each speaker.
2. List clues that helped you discover each location.
3. List the names for objects which were different for each speaker.
4. What other differences were there in the dialects of the two speakers?

B. In small research groups list the vocabulary differences you noticed between the speaker from England and the one from the United States. You might like to try Canada also. If you know of a person who was born in Canada, then interview him.

PIT, SEED, OR STONE?

PURPOSE: To make students aware that vocabulary differences which give language variety are a part of their own speech community.

CONTENT: One of the ways in which dialects differ is in vocabulary. This lesson involves the students in some elementary field word of gathering data on vocabulary differences. Students are asked to assimilate and generalize about data in order to recognize that vocabulary differences are a natural part of every dialect.

SUGGESTED PROCEDURE:

1. Write the word dialectology on the chalkboard. Have the students break down the word into its root word and suffix, and then try to explain what they think it means. You may need to tell them what the suffix means or have them discover it for themselves by analogy with other words such as geology, psychology, sociology, etc.

2. Discuss the term field worker. Begin by asking what students think the term means. If they say "a person who works in a field," point out that their built-in knowledge helped them know this and that a whole sentence was hidden in the term "field worker." Then have the students discuss what kinds of fields there are and lead them to realize that various kinds of subject matter are also fields.

3. Have students read the introduction to find out what they are going to do. Discuss the checklist to clear up any difficulties.

4. Arrange with other teachers ahead of time for your students to take the survey in their classes.

5. Ditto the checklist for the student.

6. On completing the survey the students will want to share their experiences, so allow some class time for this. Copy the checklist on the board and tally the results from each child to find out what variation there is.

7. Tabulate the results on the board.

PIT, SEED OR STONE?

You have been listening to some vocabulary differences between English speakers from the United States and England. But do you think there are any vocabulary differences in your own school? Let's find out.

People who spend their time discovering differences in dialects are said to study dialectology. You are going to be an amateur field worker in dialectology. You will be trying to find out if other students in your school differ in the vocabulary they use.

A. Below is a list of definitions followed by some possible choices of words which fit the definitions. This particular set of definitions is called a checklist. You will use it to survey two students in your school to find out which choices among those given they prefer to use. Your teacher will tell you what students to interview.

Here is how you do it. Read each definition aloud to the students you are interviewing. Ask each student which of the words following he uses for the definition. Tally his response in the box following the choice he made. When you are through, you and the other students in your class will put your results together to see what variation there is in vocabulary in your school.

CHECKLIST*

Don't write on this page. Your teacher will give you a copy to use in your survey.

Directions: Read the description of the object to the students and then mark the response by checking the box following the word.

1. Paper container for groceries, etc: bag, poke, sack, toot
2. Window covering on a roller: blind, curtain, roller shade, shade, window blind, window shade
3. Large open metal container for scrub water: pail, bucket
4. Web hanging from ceiling of a room: cobweb, dust web, spider's web, web
5. Over a sink: faucet, hydrant, spicket, spigot, tap
6. Vehicle for small baby: baby buggy, baby cab, baby carriage, baby coach

*These items have been selected from a larger list in Roger W. Shuy's Discovering American Dialects (National Council of Teachers of English, Champaign, Illinois, 1967). Used by permission.

7. Family word for father: dad, daddy, father, pa, papa, pappy, paw, pop

8. Family word for mother: ma, mama, mammy, maw, mom, mommer, mommy, mother

9. Place in front of driver where instruments are: dash, dashboard, panel, instrument panel, crash panel

10. Place where train stops: station, railway station, depot, train stop, train station, railroad station

11. Place where firemen attach hose: fire hydrant, fire plug, plug, hydrant, water tap

12. Grass strip between sidewalk and street: berm, boulevard, boulevard strip, parking, parking strip, parkway, sidewalk plot, tree lawn, neutral ground, devil strip, tree bank, city strip

13. Worm used for bait in fishing: angledog, angleworm, bait worm, eace worm, earthworm, eelworm, fish bait, fishing worm, fishworm, mudworm, rainworm, redworm

14. Center of a cherry: pit, seed, stone, kernel, heart

15. Center of a peach: pit, seed, stone, kernel, heart

16. A glass containing ice cream and root beer: a float, a root beer float, a black cow, a Boston cooler.

17. Food eaten between regular meals: a bite, lunch, a piece, piece meal, a snack, a mug-up, munch, nash, nosh

18. Corn served on the cob: corn-on-the-cob, garden corn, green corn, mutton corn, roasting ears, sugar corn, sweet corn

20. To hit the water when diving: belly-flop, belly-flopper, belly-bust, belly buster

21. To be absent from school: bag school, bolt, cook jack, lay out, lie out, play hookey, play truant, run out of school, skip class, skip school, slip off from school, ditch, flick, flake school, blow school

22. Holds small objects together: rubber band, rubber binder, elastic binder, gum band, elastic band

23. Drinking fountain: Cooler, water cooler, bubbler, fountain, drinking fountain

24. Short knee-length outer garment worn by men: shorts, bermuda shorts, bermudas, walking shorts, knee (length) pants, pants, knee-knockers

25. Someone who won't change his mind is: bull-headed, contrary, head-strong, ornery, otsny, owly, pig-headed, set, sot, stubborn, mulish, muley

B. Now record the results from your checklist on the board with those of the other members of your class and then from the data discuss the following questions.

1. Which choice was selected most often for each description?

2. What kinds of differences did you discover?

3. What do you think has caused these differences?

4. What does this survey tell you about a kind of difference that exists even among speakers of the same language?

Variation in Language: Lesson 7 Language VI
Teacher

DOES DAD NEED AND WANT WHAT I DO?

PURPOSE: To help the students recognize that the needs and desires of people in different age groups vary. This sets the stage for studying vocabulary differences in these age groups.

CONTENT: The students will be involved in gathering data on the needs and desires of students and adults. Although the gathering process is important, the climax for this lesson is the discussion. Here the students need to relate their data to the concept that as people get older, their needs and desires change.

BACKGROUND: Variation in the dialects of a language is inevitable. The causes of the variation are many: cultural and educational background, regions where people live, social and economic backgrounds, etc. Some differences among speakers of the same regional or social dialect are the result of different age levels. This difference shows up most clearly in vocabulary, but also sometimes in grammatical choices. For example, children and young people often have many vocabulary items completely foreign to an older generation. Older people often have vocabulary items that are no longer used by younger people.

SUGGESTED PROCEDURE:

1. The word conflict is used in the first sentence of the student material. Clarify this, if necessary, by pointing out examples of conflict and then let the students define it.

2. Activity A should be an overnight assignment so that each student can interview an adult. If possible, restrict the age of the adults so that students will interview a middle-age group, rather than a general adult group.

3. Activity B could be done in either a small or a large group. But the culmination should be in a large group which would demonstrate that it is natural to have different desires.

4. Activity C should be done individually, but the discussion should again be in either small or large groups.

DOES DAD NEED AND WANT WHAT I DO?

Your world has many conflicts. A very basic one is the conflict between needs and desires. Or more simply stated, differences between what you want and what you need. For example, all of us need food for our bodies. But the kind of food depends on what we like. It might be a chocolate soda or a jelly sandwich. You are going to examine needs and desires in age groups to see if there are any differences and if so, why?

A. Below is a list of activities. Ask one adult which ones he or she would want to do, but not need to do, and then ask yourself the same questions. On a separate piece of paper number from 1 to 14. Then copy the list of activities, and put A (for adult) by all those adults would want to do and S (for student) by those students would want to do.

1. Drink a milkshake
2. Take a vacation
3. Play baseball
4. Buy a new car
5. Get 100 in spelling
6. Buy a new bicycle
7. Play cards
8. Watch a parade
9. Watch TV
10. Bake a pie
11. Attend an opera
12. Play golf
13. Get elected captain of a basketball team
14. Help a neighbor

B. In your group, discuss the results of Activity A. Talk about the following questions:

Which activities were picked only by adults? Why do you think?
Which activities were picked only by students? Why?
Which acitvities were picked by both? Why?

C. Now that you have examined the desires of people, let's look at their needs. Remember that a need is something you feel you have to have or do.

Look at the list below and decide which of these needs would be for adults and which ones would be for students of your own age. On a separate piece of paper list them under the headings of adult, student, or both. If you think of more needs for either group, list them.

NEEDS

voting in city elections	earning a living
paying bills	going to school
eating breakfast	getting 8 to 9 hours of sleep
having friends	paying attention in school

Prepare for a discussion by asking yourself:

1. Why would adults need to do the things I've listed?
2. Why would students need to do the things I've listed?
3. Should there be any difference between the needs of students and of adults? Why or why not?

DO YOU HAVE A SPEECH AGE?

PURPOSE: To recognize that age affects language.

In fulfilling this purpose the student will:

1. Identify general speech qualities.
2. List specific speech qualities associated with different age groups.

CONTENT: In this lesson students are asked to first consider the speech of two individuals that are of widespread ages. Not only will they consider what they are saying, but how they are saying it. As they become involved in speech differences between these two individuals, they are asked to list some general categories of speech qualities. Vocabulary, tone, pitch, grammar, pronunciation, and fluency might be some that the students list, but not necessarily in that wording.

After identifying these speech qualities the students will listen to three different people from different age groups in order to list some very specific characteristics of speech for that age group.

BACKGROUND: There are many extra-linguistic factors that distinguish the speech of one person from another. For example, we are usually able to estimate the general age of a speaker by such qualities as pitch and tone. There are also differences that are strictly differences in language. The most obvious age difference among speakers in a given speech community is in vocabulary, and this is the one students will be most likely to identify.

SUGGESTED PROCEDURE:

1. After the students have observed the picture of the two people, break into small groups and develop a story or conversation around the picture. You might like to have these presented to the class.

2. After airing the idea that these two people will speak differently, break into small groups and complete Activity A. The object is to list some general characteristics that distinguish one person's speech from another.

3. As an overnight or two day assignment have students complete Activity B.

4. In a large or small group gather the data from Activity B by placing the findings on a chart as shown below.

Ages	3-6	8-11	13-15	20-30	35-50	60-80
Vocabulary						
Pitch						
Other characteristics						

DO YOU HAVE A SPEECH AGE?

If you heard these two people talk, could you tell them apart by the way they speak? What do you think they're saying? What are some of the ways you think they might differ?

A. In groups list some speech qualities that help you tell people apart. That is, what is it about a person's speech that identifies him or makes him different from another person? For example, one thing you might mention would be word choice or vocabulary.

B. Now that you have listed some speech qualities that differ in different people, let's find out if we have a speech age. Select three people in your community from any three of the following age groups: 3-6, 8-11, 13-15, 20-30, 35-50, or 60-80. Listen very carefully to their speech and write down any of the specific speech qualities that make them different. For example, do they have a special choice of words?

OPTIONAL:

1. You might have fun by writing a conversation between two people that are of a different age. Get a friend to help you to act out the conversation for your class. Can you write it so that the students can tell the age of each speaker?

2. Make a chart that shows the speech qualities of different age groups.

WHATCHAMACALLITS

PURPOSE: To recognize that the vocabulary of men and women differs somewhat.

In fulfilling this purpose the student will:

1. Select words common to his own vocabulary.
2. Identify reasons for men and women having specialized vocabulary.
3. Recall the entry form for dictionaries.
4. Compile a list of masculine and feminine oriented words.
5. Construct a dictionary.

CONTENT: The basic activity of this lesson is concerned with having the students identify some terms that are usually associated with men or women. A list of words is given, from which the students will choose those which are a part of their vocabulary. Presumably, the boys will choose those words associated with cars, sports, and tools whereas the girls will choose those words associated with the traditional feminine occupations, cooking and sewing.

To provide a source to aid men and women in defining terms which they don't ordinarily use, the students will compile a dictionary aimed at the specialized vocabulary of men and women.

BACKGROUND INFORMATION: There are some speech differences between men and women, boys and girls. The most obvious is tone of voice, but this is not related to language. There are sometimes differences in vocabulary because of the different rolls men and women have played in our society. As women more and more enter the world in jobs formerly held by men, this difference will diminish. This lesson should be used more for fun, vocabulary building, and practice in defining than to point up any basic differences that exist, but there are certainly terms men use which women are unfamiliar with and vice versa.

SUGGESTED PROCEDURE:

1. As an introduction have the students act out a situation in which a repairman comes to the house and the woman has to explain what is wrong with an appliance. Or perhaps have the woman explain to a mechanic what is wrong with her car.

2. Activity A should be completed as an individual assignment.

3. On the board or the overhead projector tabulate the results of Activity A as follows:

	boys	girls
basting		
sprocket		
etc.		

4. Discuss either in large or small groups why the results are what they are. That is, if more boys than girls know what a crescent wrench is, have students try to explain why.

5. Activity B will have to be a cooperative effort by the class. You should be sure that the entries are arranged alphabetically. Perhaps a student editor could be elected to coordinate this effort.

6. After students have compiled the words, hold a short discussion as to the form of each entry. This form should be a class decision.

WHATCHAMACALLITS

Do you know what is happening in the picture? Perhaps you have been home when a repairman comes to your house to fix an appliance and your mother tries to explain what is wrong. Does she ever have trouble? If so, why? At times this situation can be funny, but other times it can be awkward. Look at the following words. On a separate piece of paper list those that you know and use regularly.

A.

basting	sprocket	bobbin	intake valve
crescent wrench	front court	knead	marinate
casing	Phillips screwdriver	dribble	
interfacing	generator	thread	

B. Sometimes specialized vocabulary that exists between men and women does cause difficulties. Perhaps you can help the situation. As a class prepare a special dictionary of terms for men and women. This is what you'll have to do:

1. The boys will compile a list of specialized vocabulary known chiefly by men.
2. The girls will compile a list of specialized vocabulary known chiefly by women.
3. Arrange the words in each list alphabetically.
4. Check a dictionary for the form of the entry and the definition you want. Your class needs to decide this.
5. Write each entry neatly and put them together into two books, one for men and one for women.

C. Discuss the following questions:

1. Why does the vocabulary of men and women differ in the way you have observed?

2. Is it because of basic differences between men and women or because of differences in how they spend their time?

3. Can you think of some other ways the speech of men and women differs?

Variation in Language: Language VI
Lesson 10
Teacher

CAUSES AND EFFECTS OF DIALECTS

PURPOSE: To introduce the major causes of dialects to the students.

In fulfilling this purpose the student will:

1. Identify illustrated causes with effects
2. Apply the cause and effect relationship to produce other examples.

CONTENT: For the students to understand that dialects didn't just happen, the cause and effect relationship is presented. By recognizing that the lumberjack caused the tree to fall, the mean boy caused a black eye, the gifts brought happiness to the child, the students should recognize that each effect has a cause. So by labeling variation in language as an effect, their study can lead to an examination of some of the causes of dialects, namely--historical, geographical, and environmental.

SUGGESTED PROCEDURE:

1. Clarify what the terms cause and effect mean.

2. Complete Activity A as a short individual assignment, but follow it with a small or large group evaluation.

3. Activity B could also be an individual or small group assignment. This could be an art lesson in safety or school problems.

4. The final paragraph sets the stage for the lessons following. This could be read orally by you and then reread. Stop at key words for the students to state the missing word. This can be a vocabulary building exercise as well.

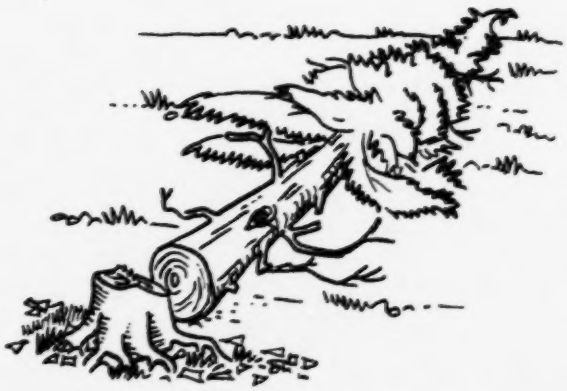
CAUSES AND EFFECTS OF DIALECTS

Perhaps you have heard the terms cause and effect. Did you hear them separately or together? Do you understand what a cause and effect relationship is?

A. Look at the pictures and match the cause picture with the effect picture.

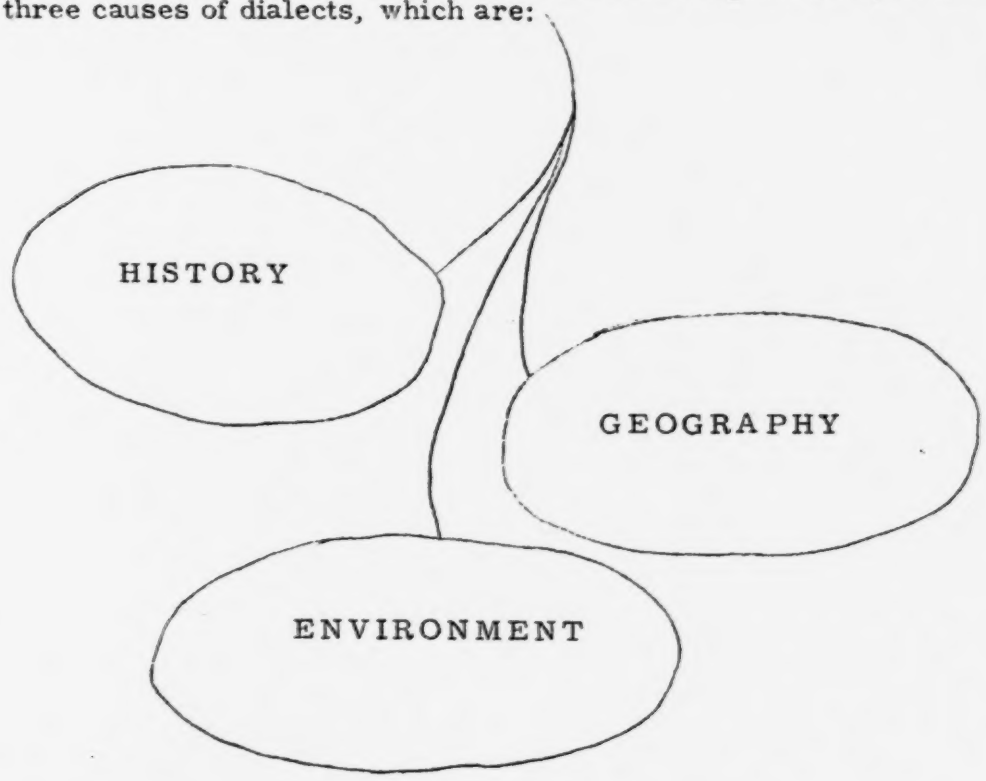
Causes

Effects



B. How did you do? What other examples can you give of cause and effect relationships?

Language is just one of man's activities that have cause and effect relationships. You have seen and heard some of the effects in language that show language variety. The dialects that you've heard from the United States, England, and Australia show that the "English language" is not the same in all parts of the world. The fact is that the English language is made up of many, many dialects. In the following lessons you will examine three causes of dialects, which are:



LOOKING BACK AT DIALECTS

PURPOSE: To recognize that two historical causes for present-day dialects are the dialects that early settlers brought with them, and shifts in population.

CONTENT: In order to help students recall differences in dialects, a tape from the Language V unit on American dialects will be played. The tape reveals some of the many dialect varieties we have in the United States. This leads to a consideration of two historical causes of dialects. The first is the fact that the early settlers brought with them their own dialects, settled in communities which were often isolated, and therefore developed their own distinctive speech habits apart from the dialects of other groups. The second is population shifts. During our early development, especially during the industrialization of our society, there was a flow of people from East to West, from country to city, etc. The transportation routes that these people followed can be identified by a dialectologist because of the many varieties of dialect surviving along them. More recently, large population shifts have taken place as Southern Blacks have moved into Northern cities to seek better jobs.

SUGGESTED PROCEDURE:

1. As an introductory activity, play the Language V tape on American dialects.

2. After playing the tape, discuss the two questions given in the student lesson.

3. Activity A necessitates the formation of groups, with possible further directions from you. Students are asked to role play by creating an imaginary settlement from the past that was isolated and that had its own distinctive dialect. Allow five to ten minutes for the groups to develop the distinctive vocabulary items they want to use in their dialect. You may want to establish some guidelines as a help to groups.

4. Activity B is a follow-up for Activity A. After each group has discussed the questions, hold a large-group discussion to solidify the results.

5. The brief section at the end on historical reasons for dialect formation are intended mainly to provide the basis for a discussion which, in the light of the results of the two preceding activities, should help to sum up the substance of the whole lesson.

LOOKING BACK AT DIALECTS

You have discovered many ways in which our English language has variety. Now that you know that this variety is a natural part of language, let's look at one of the reasons for these language differences. Although you may not know it, history has had a great effect on you and especially on your speech habits. Listen to the tape your teacher will play.

1. What did you hear?

2. What does this tape illustrate?

Suppose we examine some historical causes for our dialects.

Activity A.

Form small groups. Pretend each group is an isolated community that speaks its own American or English dialect. Remember that dialects can differ especially in vocabulary and pronunciation. As a start for vocabulary differences, label the following five objects with your own words, words that the members of your group have invented as names for these things. (Members of other groups will have different names for them.)

What other objects will you name differently? Is your community located in the North or in the South? The location will affect pronunciation. You might talk about why your group was separated or isolated from the other groups. What historical reasons can you suggest?

After your group has developed its own dialect, try to communicate with other members of your class. In your conversation be sure to include the new names your group has developed for the five objects pictured above, as well as any others you have invented. Do you think conversation will be difficult? Talk to as many members of other groups in the class as you can, to see what words they developed and to see how easily you can understand what they say.

Activity B

In your groups, discuss the following:

1. Was it difficult to communicate with members of another group? Why or why not?

2. Did you have to change your dialect in any way in order to communicate easily? If so, how?

3. What do you think would happen to the dialects if three of your groups all moved to another group and lived there, becoming a part of their speech community?

What you have been doing is reliving or re-creating a part of history that actually happened in the United States. The earliest American settlers came from England, and at first they settled near the Atlantic Ocean in what are now the states of Massachusetts, Virginia, and Maryland. When they left England, these first settlers had their own English dialects which they brought along with them to the New World. After they settled in America, they found travel between villages and farms very difficult because of bad roads--or no roads at all--and because of danger from hostile Indians. So each village formed its own speech community, and the various dialects the inhabitants of a village had brought with them from England became mixed into a new dialect that developed independently. In this way the dialects of what is now Massachusetts came to sound quite different from those of what is now Virginia. And many of those differences remain to this day.

Another historical reason for the many dialects in our country today is what are called population shifts. A population shift is the moving of large numbers of people from one part of the country to another part. As our country developed, cities often had a great need for workers to work in new industries--steel mills in Pittsburgh, tire factories in Akron, Ohio, airplane factories in Seattle, and so on. People moved from other parts of the country to these cities to get jobs, and of course they brought their dialects with them. When the frontier was still being opened up, thousands and thousands of people from the East and Middle West came West on the Oregon Trail or the Santa Fe Trail and settled in the new lands. Again, they brought their dialects with them. In recent years thousands of Black people have moved out of the South and settled in cities like Chicago and Los Angeles and Philadelphia, adding their dialects to the mixture in the cities they now live in.

1. What are two historical reasons that caused dialects in the United States?

2. Why were there population shifts in America?

Variation in Language: Lesson 12 Language VI
Teacher

LOOKING AROUND AT DIALECTS

PURPOSE: To identify grographical factors that may have affected dialects.

In fulfilling this purpose the student will:

1. Look at a picture to list reasons for the settlement being isolated.
2. Discuss how geographical features may cause isolation, which in turn is likely to produce dialectal variation.
3. Write a first person story about the effects of geographical isolation on daily life.

CONTENT: Geography has played an important role in the development of communities in our nation. The large port cities and those along rivers and waterways point out that accessibility is one criterion for the development of settlements.

The students will examine a drawing of an early settlement in order to identify the geographical factors of mountains, rivers, and elevation that isolated the settlement. A discussion will follow in which the concept that geography causes isolation is developed.

The last question in Activity B is the most important as it illustrates whether the student can transfer and apply the knowledge that dialect development can be a result of geographical location.

SUGGESTED PROCEDURE:

1. In order to define the term isolation have the students recall times when they were all alone. What were the causes for their isolation?

2. In small groups or individually, complete Activity A.

3. Activity B should be a group discussion. Perhaps you will want your students to complete this individually at first and then follow it up with a group discussion. Be sure that the students understand that geographical factors can cause isolation which in turn can result in development of a distinctive dialect.

4. Activity C is a writing assignment in which the students are asked to relive a day in an isolated settlement. These accounts could be effectively presented by using a tape recorder for oral composition.

LOOKING AROUND AT DIALECTS

In the last lesson you learned about some historical causes that have affected dialects. But these are not the only things that have caused dialects. You remember that many of the early settlements were isolated from other settlements. And it was this isolation that caused much of the uniqueness of each speech community.

A. Look at the picture below and list as many reasons as you can for the town being isolated.

B. Discuss the following questions:

1. What were the reasons why this town was isolated?
2. If we took away the mountains, would this isolation change? Explain.
3. Can you think of other reasons for a town or settlement to be isolated? What are they?

4. Why did a certain dialect develop in an isolated settlement?

5. Would this happen in all countries? Explain.

C. Now that you have examined the picture perhaps you have some ideas about the people of that town. Let's suppose that you live in that town. Write a first person diary (that is, one that is written using the pronoun I) about a day in your life. You should begin with when you wake up and then write about each activity you do during your day. Perhaps you can add flavor to your story with some of the vocabulary of your speech community. Remember that the town is miles away from other towns, with rivers, mountains, and forests in between. What effect will this fact have on the numbers and kinds of things you will be able to do and see in your day?

LOOKING AT ENVIRONMENT

PURPOSE: To help students recognize that environment can cause vocabulary differences.

CONTENT: In studying environment as one of the causes of dialectal variation, students will briefly consider several hypothetical speech communities, each having certain specific vocabulary differences because of differences in physical environment. An Eskimo living isolated in the Arctic, for example, would not have a word for banana, since this fruit is not a part of his environment; but he would have many different words for kinds of snow, since the kinds are important to him and are a part of his daily environment. A Central African tribe would probably not have a word for ocean, and certainly not words for snow or ice. The environment thus provides a natural limitation for vocabulary since it limits our experience.

SUGGESTED PROCEDURE:

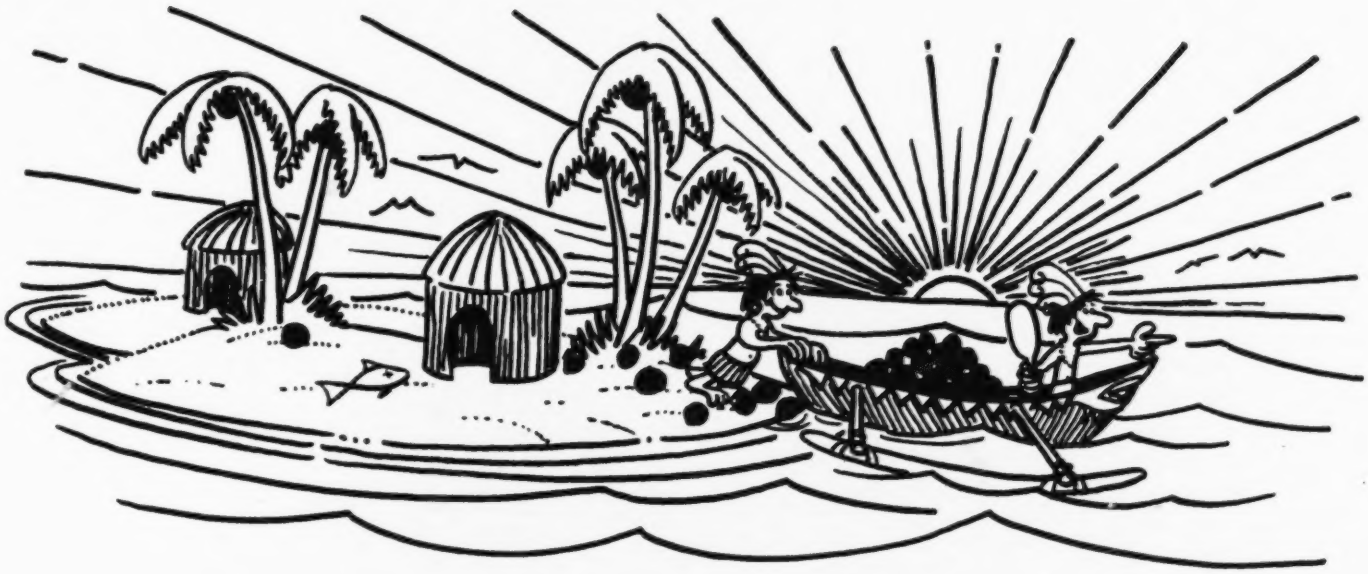
1. Clarify the term environment. Many science books have a good treatment of the term.

2. Activity A should be an individual written assignment with a small group evaluation following.

3. Activity B, an extension of Activity A, should also be individual and be made a part of a large group discussion for evaluation.

4. Activity C illustrates that the environment can be a limiting factor for vocabulary. This could be done as a group project with a mural, or as an individual assignment. A bulletin board could be made by having the drawings of the environment on one side and the lists of words on the other with the title "What Goes Where?"

LOOKING AT ENVIRONMENT



You have observed that people with different dialects also differ in vocabulary. Suppose we find out why.

A. The following could be information from different languages. By examining the data write on a separate piece of paper as much as you can about the speakers of each language. (You might tell where they live, what kind of climate they have, etc.)

1. The Ho-hum people have words for: banana, parrot, river, coffee and snake
   but no words for: ocean, ice, sand, and wave.

2. The Sock-it-to-me people have words for: snow, ice, cold and penguins
   but no words for: sand, tree, and horse.

3. The Do-bee-do-bee-do people have words for: milk, meat, grass, and clay
   but no words for: corn, snow, apple, and fog.

B. Make up other words that might fit each of these languages. Why do you think they would fit?

C. Think of some particular location--a jungle area, a desert island, a prairie country, a mountainous area, or some other. Then, to make it clear in your own mind, draw a picture of it, showing what the environment is like. Or simply make up a list of things that are included in the environment. When you have decided what the environment of this place is like, list eight or ten words that the people living there might have because of the environment. Then see if a friend can tell where the people live by examining these words.

REVIEW

PURPOSE: To recall the main ideas in each lesson.

CONTENT: The following are the main concepts that were presented in each lesson.

Lesson	Concept
1	People are different.
2-3	Environment influences natural differences in people.
4-5	English speakers have different dialects.
6	Vocabulary differences exist in your school.
7	Needs and wants are affected by age.
8	Speech is affected by age.
9	Occupations affect vocabulary.
10	For every effect there is a cause.
11	History has affected the formation of dialects.
12	Geography has affected the formation of dialects.
13	Environment has affected the formation of dialects.

SUGGESTED PROCEDURE:

1. The group discussion in Activity A is a starting point for the students to evaluate their own understanding of this unit. Sharing will be an important aspect of the discussion.

2. In a large group discussion be sure that the above points in content are brought out.

3. Activity B will need some explanation by you. Perhaps you would want students to work in groups and for you to OK their topics.

4. It would be useful for the students to share their results with other classes.

REVIEW

In this unit on variation in language you have seen many different causes and effects for the variety that our speech has. Let's find out how much you remember.

A. In a small group discuss what you remember from each of the following lessons. Be sure to have a recorder take notes.

Lesson 1	Can You Be Described?
Lesson 2	Creating Chilcofro
Lesson 3	From Chilcofro to Home
Lesson 4	Tally Ho or Away We Go
Lesson 5	Lift or Elevator?
Lesson 6	Pit, Seed, or Stone?
Lesson 7	Does Dad Need and Want What I Do?
Lesson 8	Do You Have a Speech Age?
Lesson 9	Whatchamacallits
Lesson 10	Causes and Effects of Dialects
Lesson 11	Looking Back at Dialects
Lesson 12	Looking Around at Dialects
Lesson 13	Looking at Environment

B. Select one or more lessons and demonstrate what you know (your shared knowledge) by completing one of the following:

1. SPEECH--By using a tape recorder, prepare a report on your understanding of your topic. Include what it is, why it happens, and how it affects your life. Use your imagination to make the recording interesting as well as informative.

2. ART--Select one or more topics and create a poster that would inform others of your knowledge about the topics. An example might be to have an Englishman and an American talking. Each would be using his own dialect.

3. DRAMA--Prepare a one-act skit that would inform other people about one of the ideas in this unit. You might like to present this to another class.